

***Department of
Career and Technical Education
Program Evaluation for Special Populations***

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent are service plans in place to assist members of special populations to meet or exceed the state adjusted levels of performance? (Suggest reviewing student records and IVEP's.)
- 2) To what extent do individualized instructional plans focus on the students' CTE objectives? (Suggest reviewing student's individualized education plans and/or service strategy plans.)
- 3) To what extent are individuals successfully placed into education or employment consistent with CTE objectives? (Suggest reviewing IVEP's counseling records.)
- 4) To what extent do individuals receive referral services (supplementary services, social services) to help support successful achievement of goals? (Suggest reviewing individual plans.)
- 5) To what extent do service areas plan/adapt as necessary to foster the success of special population students? (Suggest reviewing teacher input.)
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) To what extent are comprehensive career education materials used to ensure knowledge of high-wage, high-skill careers including nontraditional careers? (Suggest reviewing career education resources.)
- 2) To what extent does the program use a wide variety of current instructional materials accommodating a wide range of learning styles, rates and abilities? (Suggest reviewing teacher feedback.)
- 3) To what extent does the VRE/tutor work cooperatively with other faculty in selecting education systems and instructional aids? (Suggest reviewing methods for soliciting input from other faculty.)
- 4) Describe the program's strengths for instructional materials utilization:
- 5) Describe the program's improvement opportunities for instructional materials utilization:

Standard Three - Instructional Personnel

- 1) To what extent does the instructor hold the appropriate license and career credential for his/her specific field? (Suggest reviewing instructor's license/credentials.)
- 2) To what extent does the instructor participate in career-technical conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)

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- 3) To what extent does the instructor consult with specialists to accommodate the needs of special population students?
(Suggest reviewing IVEP's teacher feedback.)
- 4) To what extent does the instructor provide strategies to other faculty that will assist them in integrating academics and essential skills into programmatic instruction? (Suggest reviewing strategies used.)
- 5) Describe the program's strengths for instructional personnel:
- 6) Describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent is the program available at hours convenient for all students? (Suggest reviewing staff coverage and hours available.)
- 2) To what extent is a referral process in place for students to enter the program? (Suggest reviewing process.)
- 3) To what extent does the Local Education Agency adjust student-teacher ratios based upon special needs of students?
(Suggest reviewing number of students served.)
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) To what extent is the program adequately equipped to support the needs of the students? (Suggest observing equipment and training stations in relation to students' needs.)
- 2) To what extent are resource room computers compatible with computers used throughout the school? (Suggest reviewing equipment.)
- 3) Describe the program's strengths for equipment and supplies:
- 4) Describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facility for special features or modifications to accommodate students.)

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- 2) To what extent does the facility provide an environment conducive to learning? (Suggest observing classroom.)
- 3) Describe the program's strengths for instructional facilities:
- 4) Describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent does the LEA ensure classroom safety for the success of special population students? (Suggest observing facility.)
- 2) Describe the program's strengths for safety and sanitation training and practices:
- 3) Describe the program's improvement opportunities for safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) To what extent does the program's advisory committee meet the standard of a minimum of two meetings yearly? (Suggest reviewing most recent advisory committee minutes.)
- 2) To what extent does the advisory committee include representation of members of special populations? (Suggest reviewing list of committee members.)
- 3) To what extent is the advisory committee involved in analysis of enrollment and completion data, leading to recommendations for the success of the students? (Suggest reviewing minutes from committee meetings.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of students? (Suggest reviewing minutes of recent advisory committee meetings.)
- 5) Describe the program's strengths for program advisory committee and community relations:
- 6) Describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) To what extent does the LEA actively involve special population students in career and technical student organizations? (Suggest reviewing memberships.)
- 2) To what extent has the LEA developed recruitment strategies to encourage members of special populations for participation in career and technical student organizations? (Suggest reviewing strategic plans.)

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3) Describe the program's strengths for career and technical student organizations:

4) Describe the program's improvement opportunities for career and technical student organizations:

Standard Ten - Coordination Activities

1) To what extent do special population students have the opportunity to participate in work-based learning (job shadowing, school-to-work placement, etc.)? (Suggest reviewing individualized plans/strategies.)

2) Describe the program's strengths for coordination activities:

3) Describe the program's improvement opportunities for coordination activities: